DOCUMENT RESUME

ED 325 200 PS 018 819

TITLE A Study of the Role of Educational Television Programming in Elementary Schools.
INSTITUTION Children's Television Workshop, New York, N.Y.
PUB DATE 90
NOTE 35p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational Practices; *Educational Television; Elementary Education; *Elementary Schools; Marketing; *Mass Media Use; National Surveys; *Programing (Broadcast); Questionnaires; Teacher Attitudes; Television Surveys; *Television Viewing
IDENTIFIERS *Program Characteristics

ABSTRACT

Children's Television Workshop commissioned a comprehensive survey of the role of educational programing in the nation's elementary schools. The study was conducted by sending questionnaires to a national sample of 1,500 third through sixth grade teachers. The objectives of the study were: (1) to learn about school use of 3-2-1 CONTACT, SQUARE ONE TV, and other programs; (2) to understand how and when these programs are used in schools, and teachers' opinions of the educational value and content of the programs; (3) to describe the market environment for the use of educational programing, including the availability of programs and supporting materials, and influences on the use of programing; and (4) to understand the characteristics of the market, the teachers who comprise it, and related school and district characteristics. Questionnaire items focused on how teachers use programs, teacher assessment of program characteristics, how teachers get information about programing, and teachers' characteristics. Results revealed that media centers and specialists play an important role in providing information about and access to education programs; educational television is used more often for enrichment than for instruction; and teachers prefer programs that deal with a single topic and are 15-30 minutes long. The questionnaire and data tables are appended. (Author/RH)

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ED325200

A STUDY OF THE ROLE OF EDUCATIONAL TELEVISION PROGRAMMING IN ELEMENTARY SCHOOLS

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Children's Television Workshop

PS 018819

A Study of the Role of Educational Television Programming in Elementary Schools

Children's Television Workshop commissioned Audits and Surveys to conduct a comprehensive study of the role of educational programming in the nation's elementary schools. The purposes of the study were:

- To learn the extent of school use of 3-2-1 Contact and Square One TV, and other similar programs, with which CTW must compete for teachers' and childrens' attention and interest.

- To understand how and when these programs are used in schools, as well as teachers' opinions of the educational value and content of the programs.

- To describe the market environment for the use of educational programming, including the availability of programs and supporting materials, influences on the use of programming, and other market factors.

- To understand the characteristics of the market, the teachers who comprise it, and the school and district characteristics which are part of their educational environment.

METHOD

Questionnaires were sent to a sample of 1,500 elementary school teachers of grades three through six. The scientifically selected sample, drawn from a national data base, is considered representative of teachers of third to sixth grade across the country. Key sample characteristics, including school, type of geographic region, school size and metro status matched national characteristics for teachers in these grades. In keeping with traditional standards for survey studies, follow-up mailings and phone calls were used to encourage those who had not yet responded to do so. At the time of the study's cut off date, June 6, 1989, 57% or 736 of the teachers had responded. To ensure that these 736 respondents were representative of teachers in the third to sixth grades, the final sample was checked against both the original sample of 1,500 and the larger population of

teachers from which that was drawn. Since the characteristics of all three groups closely matched, the findings are considered to be generalizable to third through sixth grade teachers. Based on the size of the sample, the sampling error is plus or minus 3.6% with a confidence level of 95%.

QUESTIONNAIRE

Teachers were sent a seven page questionnaire (See Appendix A, attached) entitled National Educational Television Survey. The only sender identification was the name and address of the survey company, Audits and Surveys. Children's Television Workshop was not identified anywhere on the questionnaire. The survey was divided into three sections:

I. Your Use of Educational Programs, the first section of the questionnaire asked teachers about their awareness and use of specified educational programs: Mr. Wizard, Nova, Reading Rainbow, Think About, Square One TV, 3-2-1 Contact and Voyage of the Mimi. Questions about access to local educational broadcasting stations in their area and awareness of "tape and erase" rights were also included.

II. Your Format Preferences for Educational TV Programming presented questions on program format and length. Respondents were asked to indicate their preference for either an entire program dealing with a single topic or for programming in which multiple segments on a variety of topics were presented. They were also asked to indicate the most appropriate length for a video intended for classroom use.

III. Your Information and Program Sources, the third section, asked teachers how they access all types of educational programming. The questions covered sources of information about programming as well as sources of actual videotapes. Subjects were asked about how school and district personnel influence their use of educational television, and were asked about their readership of a number of educational periodicals.

IV. General Information, the final section of the questionnaire, focused on teacher characteristics including: years teaching, grade, class size, type of school, and access to

video hardware and software. Teachers were given the option of identifying themselves on the survey in a space left for name, school and address. Those who provided this information were promised a gift and a summary of the study's findings.

A PROFILE OF THE RESPONDENTS

A brief profile of the teachers who participated in the survey indicates that they had been teachers for an average of 15.5 years and currently taught classes averaging 23.6 students. Most of them taught at public schools (79%), with 12% teaching at private schools and 9% at parochial schools. The average amount spent per student in their schools was $93 for all instructional materials. The majority of them (76%) received at least one teaching magazine, with an average of 2.5 such publications going to each teacher. They came from all regions of the country, somewhat more from the South and Midwest than the Northeast and West. Almost all of them came from schools in areas where educational television is available, even though they represented the range of rural to urban school districts.

RESULTS OF THE SURVEY

Overview of Findings

- Teacher awareness of the educational programming specified was high with 97% of teachers familiar with one or more of the shows.

- Half of the teachers had shown at least one of the programs in their classrooms and one out of three had shown one of the programs within the year.

- Virtually all schools (98%) have VCRs'.

- Off-air taping was the most popular method for acquiring tapes.

- Media centers and specialists played an important role in providing information about and access to educational programs.

- Teachers preferred programs that dealt with a single topic and were 15 to 30 minutes long.

- Educational television was more often used for enrichment than instruction.

DETAILED FINDINGS

Teacher Awareness of Educational Programming

Virtually all teachers (97%) were aware of some educational programming, with Nova, Mr. Wizard and 3-2-1 Contact the most familiar of the shows specified. Awareness levels for the seven shows listed in the questionnaire were: Nova 83%; Mr. Wizard 80%; 3-2-1 Contact 75%; Reading Rainbow 67%; Square One TV 38%; Voyage of the Mimi 30% and Think About 24%.

Use of Programming in the Classroom

Almost half (48%) of the teachers surveyed have shown some of the educational programming in their classrooms. The shows most frequently presented were: Reading Rainbow 23%; 3-2-1 Contact 22%; and Nova 21%. The percentage of teachers who had shown the other shows ranged from 7% to 10%.

Recent Use of Programming

Teachers were asked which programs they had shown their classes within the last year. It was found that 35% of the teachers had shown their classes at least one of the programs specified. Most frequently shown: Reading Rainbow 16%; Nova 15%; and 3-2-1 Contact 12%. The other programs were each shown by between 4% and 5% of the teachers.

Plans to Use Programming

Plans for showing programming in the upcoming year were quite consistent with use during the past year. Thirty-two percent (32%) of teachers said they planned to show their classes some educational programming during the year after filling out the questionnaire. The percentage of teachers planning to use specific programs were: Reading Rainbow 15%; Nova 13%; and 3-2-1 Contact 12%. The percentage of teachers planning to use the other programs ranged from 4% to 6%.

How Teachers Use Programs

Enrichment was the most popular use of educational programming. Other common uses were to summarize or reinforce a lesson or unit, and to motivate. It is interesting to note that each program reflected a somewhat different profile of use. For instance, Reading Rainbow was used by many teachers to motivate students, but considerably less often to summarize a lesson. 3-2-1 Contact and Nova, on the other hand, were used more often for summarizing lessons than for motivation. 3-2-1 Contact, Square One and Nova were used far more frequently to summarize a lesson than were Reading Rainbow, Voyage of the Mimi or Think About. Voyage of the Mimi was used as a main lesson more often (38%) than were the other series. Square One was used far more frequently (21%) for remediation than any other series, yet it was also the series most frequently used to introduce new concepts (30%).

In general, shows were infrequently used to occupy the whole class while the teacher was attending to other matters or to occupy part of the class while the teacher worked with other students (See Appendix B, Table 1).

Use of More than One Program

The study indicated that teachers who do use educational programming tend to use more than one program in their classrooms. The majority of "users" used more than one program. Thirty-two percent (32%) used two programs; 18% used three programs; and 6% used five or more programs. Users who showed Square One TV and Voyage of the Mimi were the most likely to use five or more programs.

Assignments for Home Viewing

While it is not uncommon to think of educational television as homework, the research indicated that few teachers assign shows for home viewing. Nova was most frequently assigned for home viewing (19%) followed by Square One TV (10%) and 3-2-1 Contact (7%).

Teachers Use of Entire Shows vs. Segments

Teachers were more prone to use an entire show than to present segments. For each of the six programs rated, between 52% and 69% of users presented entire shows, with Reading Rainbow most frequently shown as a whole and Voyage of the Mimi least frequently. 61% of 3-2-1 Contact users and 59% of Square One users said they presented shows from these programs in their entirety.

In comparison, the show most often presented in segments was Nova (30%) and least frequently was Reading Rainbow (11%.) One out of four Square One and 3-2-1 Contact users said they usually show segments.

Teacher Preference for Single Topic vs. Magazine Format

The majority of teachers (66%) preferred that a given show deal with a single topic. Only 15% preferred multiple segments dealing with a variety of topics. Another 16% indicated no preference.

Teachers who had been teaching ten years or more were somewhat more favorably disposed to the single topic format. Preference for single topics may be in keeping with use of entire shows rather than segments.

Program Length Preferred by Teachers

For use in the classroom, teachers prefer 15 to 30 minute segments over shorter formats. The respondents were equally divided in their preferences for 15, 20 and 30 minute length programs. Two out of three teachers preferred one of these lengths (22%, 23% and 22% respectively). Only 2% of teachers thought a ten minute video was the most appropriate length for a program intended for classroom use. The remaining teachers said ideal length "depends on subject."

Teachers' Use of Entire Series vs. Selected Shows

Most teachers show selected shows rather than an entire series to their classes. The contrast was most pronounced for

Nova, where 80% used selected programs and only 5% reported using the entire series. For 3-2-1 Contact and Square One, usage was similar, with two out of three teachers using selections compared to only one out of ten using the series. Patterns were fairly similar for Reading Rainbow. While Think About users were only slightly more likely to present selected shows than the entire series, they were still more likely to use individual shows. The only program where the patterns were reversed was Voyage of the Mimi, where 44% of teachers used the entire series and 33% of teachers selected shows to present. This was the only program in which use of the entire series was more frequent than use of selected shows.

Ratings of Usefulness for Instruction

How useful do teachers find a program as a vehicle for instruction in the subject area for which it is intended? Teacher ratings of shows indicated that most users find programs either "very useful" or "extremely useful." Looking at combined figures for "very" and "extremely useful," programs were rated in

the following way: Nova 76%; Square One TV 67%; Reading Rainbow 66%; 3-2-1 Contact 64%; Voyage of the Mimi 63% and Think About 54%. When "extremely useful" figures are looked at separately, Nova and Voyage of the Mimi ranked highest, with one out of three users placing the shows in this category, compared to the other four shows which received "extremely useful" ratings from one out of four users.

Teacher Assessment of Program Characteristics

All teachers who were aware of programming, including users, were asked to evaluate four of the selected shows on the basis of the following characteristics: program is suitable for school use; program captures and holds children's interest; program has the right balance between education and entertainment; concepts are appropriate for grade level; content is correlated with classroom curriculum; program broadcast schedules are known in advance; teacher's guides or exercises are available; videotapes of individual programs are available for purchase by schools.

Teachers who had actually used the programs gave them considerably higher ratings on each of the characteristics than those who had never used them in their classrooms. Appendix B, Tables 2 and 3 present the percentage of aware non-users and users who gave each of the programs an excellent rating for each of the characteristics.

Videotapes vs. Live Broadcast

Videotapes were used more frequently than live broadcast in the classroom. Many teachers (47%) presented videotapes exclusively. Only 4% of teachers used live broadcast exclusively. Another 34% of teachers used a combination of videotaped shows and live broadcast programming.

Off-air Taping vs. Purchase/Rental

The most frequently used source of educational videos was off-air taping. Seventy-seven percent (77%) of those who used programming used shows taped off the air. Half of these teachers had taped

the shows themselves and 63% used shows taped by other teachers and media specialists. The media center or library was the tape source for 70% of teachers. Only 36% of teachers used tapes they had purchased or rented. Of those tapes obtained from the media centers, 62% were purchased and 54% were taped off the air.

Sources of Funding for Videotapes

Teachers were asked what their school's source of funds was for buying or renting videotapes. The sources cited were: School's/Principal's budget 40%; Teacher pays for them 34%; District budget 33%; PTA/PTO 20%, and State Department of Education 6%. In most schools the librarian, principal or media specialist controls which tapes are bought. Over half of private and parochial school teachers paid for tapes themselves.

Teacher Awareness of "Tape and Erase" Rights

Most teachers (67%) said they had not seen or read anything regarding "tape and erase" rights for using educational programs. Only 16% said they had, and another 17% did not respond to the question.

Knowledge of "Tape and Erase" Rights

Teachers were asked to write in what they had seen or read about "tape and erase" rights if they said they had seen or read anything. The most frequent answer given was that they had learned that a booklet/guide/list was available (13%); that they had to erase within 24 hours or after one showing (12%); that they had to erase after a certain (unspecified) amount of time (12%); that shows can be used for classroom purposes only (10%); and that they had to erase within weeks (7%) or years (7%).

Availability of VCRs' and Videotapes in Schools

Teachers indicated that 98% of schools have VCRs' available, with an average of 3.9 VCRs' per school. Public schools are more likely than private or parochial schools to have VCRs'. Videotape collections were available to 78% of teachers. For 32% of these teachers the collections were available at the school only, for 18% at the district only and for 29% at both the school and district.

People Encouraging Use of Programming

The librarian and media specialist are the people most likely to influence and encourage the teacher's use of educational programming. Asked if a specific person influences and encourages their use of educational television, 36% of all teachers said such a person exists. For one out of four teachers this person is based at their school, and for 12% in the district, and for 3% at a TV station. Public school teachers were more likely than private or parochial school teachers to have such a person available to them.

How Teachers Get Information About Programming

Most teachers get information about educational TV programming at the school level. The majority of teachers (70%) said school sources were available to them, with 56% citing district sources and 36% citing regional sources. Actual use of these resources is somewhat lower, but still reflects the same relative pattern, with 54% actually using school sources, 31% using district sources, and 16% using regional sources.

The media centers and audiovisual libraries are the most frequently available sources of information. Eighty-one percent (81%) of teachers have them available and 60% actually use them - more often in the school than at district or regional sites.

Who Provides Information About Programming

Media specialists and librarians are major providers of information about educational programming. 77% of teachers had them available and 53% used them as a resource. While curriculum coordinators and specialists were available to over half of the teachers, only one out of four used them for information about television programming. Media centers and specialists were more often available to public school teachers than to private or parochial school teachers. Larger schools were more likely to have media specialists and centers.

CONCLUSIONS

Most schools have VCRs' and access to educational broadcasting. Teachers have a fairly high level of awareness of the educational

programming that is available. Teachers who actually use television in their classrooms not only have access to resources and information but make use of resources, such as media specialists and media centers. Those who do use educational programming often use programs from several different series. Teachers use programming most often for enrichment and are selective about which shows in a series they present to their classes. Those who use programs seem pleased with the suitability of programs for school use, their ability to capture student attention and present appropriate concepts. They were generally less impressed with the availability of program-related teacher materials and the availability of individual shows for purchase. Videotapes were used more often than live broadcasts, with off-air taping the most popular method for obtaining videotapes.

APPENDIX A

Questionnaire

Audits & Surveys, Inc.
650 Avenue of the Americas
New York, N.Y. 10011
March, 1989 04504

NATIONAL EDUCATIONAL TELEVISION SURVEY

5-1

I. YOUR USE OF EDUCATIONAL TV PROGRAMS

1. Is there a TV station in your area (such as those affiliated with PBS, the Public Broadcasting Service) which broadcasts educational television programs such as Nova, Sesame Street, and other similar programs?

Yes ..... ☐ 6-1
No ..... ☐ -2
Don't Know ..... ☐ -3

2. Listed below are seven educational programs. Please answer the following questions for all of the programs listed.

2a. Which of these programs have you ever heard of?
PLEASE CHECK UNDER 2a BELOW

2b. For each program you have ever heard of: Have you ever watched it, either on TV or videotape?
PLEASE CHECK UNDER 2b

2c. Have you or anyone else ever shown it to your class?
PLEASE CHECK UNDER 2c

2d. Have you or anyone else shown the program to your class during this school year?
PLEASE CHECK UNDER 2d.

2e. Do you plan to show the program (or have someone else show it) to your class during the rest of this school year?
PLEASE CHECK UNDER 2e.

	2a. Heard Of	2b. Ever Watched	2c. Ever Shown	2d. Shown This Year	2e. Plan To Show
Mr. Wizard	☐ 7-1	☐ 8-1	☐ 9-1	☐ 10-1	☐ 11-1
Nova	☐ -2	☐ -2	☐ -2	☐ -2	☐ -2
Reading Rainbow	☐ -3	☐ -3	☐ -3	☐ -3	☐ -3
Think About	☐ -4	☐ -4	☐ -4	☐ -4	☐ -4
Square One TV	☐ -5	☐ -5	☐ -5	☐ -5	☐ -5
3-2-1 Contact	☐ -6	☐ -6	☐ -6	☐ -6	☐ -6
Voyage of the Mimi	☐ -7	☐ -7	☐ -7	☐ -7	☐ -7

Have heard of none of these programs ..... ☐

→ SKIP TO SECTION II, QUESTION 1 ON PAGE 4

→ IF YOU HAVE HEARD OF ONE OR MORE OF THESE PROGRAMS, BUT HAVE NEVER SHOWN ANY AND DO NOT PLAN TO SHOW ANY THIS YEAR, CHECK HERE ☐ 11-0
AND SKIP TO QUESTION 9 ON PAGE 3

PLEASE ANSWER THE FOLLOWING ONLY FOR PROGRAMS YOU HAVE EVER SHOWN, SHOWN THIS YEAR, OR PLAN TO SHOW TO YOUR CLASS THIS SCHOOL YEAR, THAT IS, THOSE YOU CHECKED IN QUESTION 2c OR 2d OR 2e.

3. Which of the following ways have you used the program for your class, or think you might use it? PLEASE CHECK ALL THAT APPLY.

	Programs					
	Nova	Reading Rainbow	Think About	Square One	3-2-1 Contact	Voyage Of The Mimi
As the main lesson	☐ 13-1	☐ 13-1	☐ 14-1	☐ 15-1	☐ 16-1	☐ 17-1
To summarize or reinforce a lesson or unit	☐ -2	☐ -2	☐ -2	☐ -2	☐ -2	☐ -2
To introduce a new concept	☐ -3	☐ -3	☐ -3	☐ -3	☐ -3	☐ -3
As enrichment	☐ -4	☐ -4	☐ -4	☐ -4	☐ -4	☐ -4
To motivate	☐ -5	☐ -5	☐ -5	☐ -5	☐ -5	☐ -5
For remedial instruction	☐ -6	☐ -6	☐ -6	☐ -6	☐ -6	☐ -6
To occupy part of the class while you work with others	☐ -7	☐ -7	☐ -7	☐ -7	☐ -7	☐ -7
To occupy the whole class when attending to other matters	☐ -8	☐ -8	☐ -8	☐ -8	☐ -8	☐ -8
Other (PLEASE DESCRIBE)						
_____	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐

4a. About how many times has your class viewed the program in school during this school year, up to now? PLEASE WRITE NUMBER ON LINE UNDER PROGRAM. ____ (18,19) ____ (20,21) ____ (22,23) ____ (24,25) ____ (26,27) ____ (28,29)

4b. About how many times do you think you will show the program during the remainder of this school year? PLEASE WRITE IN THE NUMBER. ____ (30,31) ____ (32,33) ____ (34,35) ____ (36,37) ____ (38,39) ____ (40,41)

5. Do you usually show an entire program, or segments of a program?

Entire program	☐ 42-1	☐ 43-1	☐ 44-1	☐ 45-1	☐ 46-1	☐ 47-1
Segments of program	☐ -2	☐ -2	☐ -2	☐ -2	☐ -2	☐ -2

6. Do you usually use an entire series of programs, or selected programs from the series?

Entire series	☐ 48-1	☐ 49-1	☐ 50-1	☐ 51-1	☐ 52-1	☐ 53-1
Selected programs	☐ -2	☐ -2	☐ -2	☐ -2	☐ -2	☐ -2

7a. About how many times, if any, have you assigned the program for viewing at home during this school year? PLEASE WRITE IN THE NUMBER. ____ (54,55) ____ (56,57) ____ (58,59) ____ (60,61) ____ (62,63) ____ (64,65)

7b. About how many times do you think you will assign the program during the remainder of this school year? PLEASE WRITE IN THE NUMBER. ____ (66,67) ____ (68,69) ____ (70,71) ____ (72,73) ____ (74,75) ____ (76,77)

8. Overall, how useful do you feel the program is as a vehicle for instruction in the subject area for which it is intended?

REJ 78-80
5-2

Extremely useful	☐ 6-1	☐ 7-1	☐ 8-1	☐ 9-1	☐ 10-1	☐ 11-1
Very useful	☐ -2	☐ -2	☐ -2	☐ -2	☐ -2	☐ -2
Somewhat useful	☐ -3	☐ -3	☐ -3	☐ -3	☐ -3	☐ -3
Not useful	☐ -4	☐ -4	☐ -4	☐ -4	☐ -4	☐ -4

9. We'd like to know your opinions about four of these programs:

- Reading Rainbow
- Square One TV
- 3-2-1 Contact
- Voyage of the Mimi

IF YOU HAVE HEARD OF NONE OF THESE PROGRAMS, CHECK HERE..... ☐ 12-0
AND SKIP TO SECTION II, QUESTION 1 ON PAGE 4

For Each Program You Have Heard Of — Whether Or Not You Have Ever Shown It Or Plan To Show It To Your Class — please write in the rating you would give it for each characteristic listed below. The ratings are:

Excellent	= 4
Good	= 3
Fair	= 2
Poor	= 1
No Opinion	= 0

Please rate each program you have heard of, for all characteristics. We are interested in your impressions even if you do not use the program.

	Programs			
	Reading Rainbow	Square One TV	3-2-1 Contact	Voyage Of The Mimi
Content is correlated with classroom curriculum	____13	____23	____28	____37
Program captures and holds children's interest	____14	____24	____29	____38
Concepts are appropriate for grade level	____15	____25	____31	____39
Program has the right balance between education and entertainment	____16	____26	____32	____40
Program is suitable for school use	____17	____27	____33	____41
Teacher's guides or exercises are available	____18	____28	____34	____42
Program broadcast schedules are known in advance	____19	____29	____35	____43
Videotapes of individual programs are available for purchase by schools	____20	____30	____36	____44

10a. Have you seen or read anything regarding "tape-and-erase" rights for using any of these programs? Yes..... ☐ 45-1
No..... ☐ -2

10b. If Yes: What have you seen or read? PLEASE WRITE YOUR ANSWER BELOW.

_____ 46

_____ 47

_____ 48

II. YOUR FORMAT PREFERENCES FOR EDUCATIONAL TV PROGRAMS

We would like to learn your opinions about educational TV program formats. Please complete this section even if you are not familiar with or do not use the programs mentioned in Section I.

1. Different programs use different formats in their presentation of subject matter. Which type of format do you generally prefer in a program you might use for class instruction? PLEASE CHECK ONLY ONE ANSWER BELOW.

An entire program dealing with a single topic	☐	40-1
Multiple segments on a variety of topics within a program	☐	-2
No preference	☐	-3

2. What do you feel is the most appropriate length for a program or video intended for classroom use? PLEASE CHECK ONLY ONE ANSWER BELOW.

Five minutes	☐	39-1	Thirty minutes	☐	-5
Ten minutes	☐	-2	Depends on subject	☐	-6
Fifteen minutes	☐	-3	Other (PLEASE WRITE IN)	☐	
Twenty minutes	☐	-4	_____		
			Don't know/no opinion	☐	-7

III. YOUR INFORMATION AND PROGRAM SOURCES

In this section, we would like to learn about your sources of information and materials for educational programs in general.

1. First, please check all the sources available to you for information about educational television programs, videotapes, and related materials. PLEASE CHECK YOUR ANSWERS IN THE COLUMN UNDER 1 BELOW, OR "NONE" IF NONE ARE AVAILABLE TO YOU.
2. Now, please check those sources you personally use to get information about, or obtain educational television programs. PLEASE CHECK THESE IN THE COLUMN UNDER 2 BELOW, OR "NONE" IF YOU USE NONE OF THESE SOURCES.

	1. Sources Available For Educational Television Programs		2. Sources Used For Educational Television Programs	
Media center or audio/visual library...				
In school	☐	31-1	☐	50-1
In district	☐	-2	☐	-2
In region	☐	-3	☐	-3
Media specialist or librarian...				
In school	☐	-4	☐	-4
In district	☐	-5	☐	-5
In region	☐	-6	☐	-6
Curriculum coordinator or specialist who knows about educational television programs (e.g., reading specialist, math specialist, science specialist, etc.) ...				
In school	☐	-7	☐	-7
In district	☐	-8	☐	-8
In region	☐	-9	☐	-9
Educational TV professional/representative at local public TV station	☐	-0	☐	-0
Audio/visual or publishers' sales representatives	☐	-1	☐	-1
Audio/visual or publishers' catalogs	☐	-7	☐	-7
Other (PLEASE DESCRIBE)		53		54
_____	☐		☐	
_____	☐		☐	
NONE	☐	-0	☐	-0

3a. Does your class view programs...
CHECK ONE ANSWER BELOW

- On videotape ☐ 25-1
- Sometimes live (on the air), sometimes on videotape ☐ -2
- Exclusively live, at time of broadcast ☐ -3
- My classes have never viewed programs ☐ -4

PLEASE SKIP TO Q.6a ON PAGE 6

3b. If any viewing is done on videotape: How do you get the videotapes of programs used for class instruction?
PLEASE CHECK ALL THAT APPLY.

- Taped off the air yourself ☐ 26-1
- Taped off the air by other teachers/media specialist/others ☐ -2
- From media center or audio/visual library...
  - In school ☐ -3
  - In district ☐ -4
  - In region ☐ -5
- Buy or rent copies directly from local public TV station ☐ -6
- Buy or rent copies from distributor, sales representatives, or catalog ☐ -7
- Other (PLEASE DESCRIBE) ☐

_____

_____

4. If videotapes are available from your school or district media center: What is their source for these videotapes?
PLEASE CHECK ALL THAT APPLY.

- Programs are taped off the air ☐ 27-1
- Videotapes are purchased ☐ -2
- Videotapes are rented ☐ -3
- Other (PLEASE DESCRIBE) ☐

_____

- Don't Know ☐ -7

5a. If videotapes are bought or rented: What is your school's source of funds for buying or renting videotapes?
PLEASE CHECK ALL THAT APPLY.

- School/principal's budget ☐ 28-1
- District budget ☐ -2
- State Department of Education ☐ -3
- PTA/PTO ☐ -4
- Pay for them yourself ☐ -5
- Other (PLEASE DESCRIBE) ☐

_____

- Don't Know ☐ -7

5b. What is the position or title of the person in your school or district who controls the purchase of videotapes?
PLEASE WRITE IN ON LINE BELOW.

_____ 29a

_____ 29b

6a. Is there a specific individual in your school, your district, or anywhere else, who you feel is especially influential in encouraging or promoting the use of educational television programs and materials for class instruction?

Yes ..... ☐ 60-1
No ..... ☐ -2

SKIP TO QUESTION 7a

6b. IF YES: Where is this person located?

School ..... ☐ 61-1
District ..... ☐ -2
TV Station ..... ☐ -3
Other (PLEASE SPECIFY) ☐ -4

_____

6c. What is this person's title? PLEASE WRITE IN TITLE: _____ 62-63

7a. Do you subscribe to or receive any professional publications on a regular basis?

Yes ..... ☐ 64-1
No ..... ☐ -2

SKIP TO SECTION IV, QUESTION 1 ON PAGE 7

7b. IF YES: Which publications do you receive?
PLEASE CHECK ALL THAT APPLY.

The Arithmetic Teacher ..... ☐ 65-1
Creative Classroom ..... ☐ -2
Education Week ..... ☐ -3
Instructor ..... ☐ -4
Learning ..... ☐ -5
NEA Today ..... ☐ -6
The Reading Teacher ..... ☐ -7
Science And Children ..... ☐ -8
Other (PLEASE LIST) ☐

_____

_____

_____ 66

IV. GENERAL INFORMATION

1. How many years have you been teaching? _____ Years (67,68)

2. What grade are you currently teaching?
   - Grade 3 ☐ 69-1
   - Grade 4 ☐ -2
   - Grade 5 ☐ -3
   - Grade 6 ☐ -4

3. Is your school a public school, a private school, or parochial school?
   - Public ☐ 70-1
   - Private ☐ -2
   - Parochial ☐ -3

4. What is the average size of the classes in your grade?
   - 15 or less ☐ 71-1
   - 16 to 20 ☐ -2
   - 21 to 25 ☐ -3
   - 26 to 30 ☐ -4
   - More than 30 ☐ -5
   - WRITE IN # IF MORE THAN 30: _____

5a. Does your school have video recording and playback equipment (VCRs, TV monitors) which are available for classroom use?
   - Yes ☐ 73-1
   - No ☐ -2

5b. IF YES: Approximately how many VCRs are available in your school?
   - # Of Units: _____ (73,74)
   - Don't Know ☐ 74-7

6a. Is there a videotape collection or library in ...
   - Your school ☐ 75-1
   - Your district ☐ -2
   - Both ☐ -3
   - Neither ☐ -4
   - Don't Know ☐ -5

6b. Approximately how many videotapes are available ...
   - In Your School _____ (76,77)
   - In Your District _____ (78,79)
   - Don't Know ☐ 80-0

Thank you for your help. Please write your name and school address below if you wish, so that we can send you your gift and copy of the results of this study. Please return the questionnaire to us in the postage-paid envelope we have provided.

5-3

YOUR NAME: _____

SCHOOL: _____

ADDRESS: _____

CITY/STATE: _____ ZIP: _____

THANKS AGAIN FOR YOUR HELP.

For Office Use:

6-	11-
7-	12-
8-	13-
9-	14-
10-	15-

APPENDIX B

Tables

TABLE #1

WAYS OF USING PROGRAMS FOR CLASS

BASE: TEACHERS USING EACH PROGRAM	3-2-1 CONTACT (178) %	SQUARE ONE TV (63) %	NOVA (174) %	READING RAINBOW (187) %	VOYAGE OF THE MIMI (64) %	THINK ABOUT (74) %
As Enrichment	64	68	72	68	55	43
To Summarize or Reinforce A Lesson or Unit	51	46	56	32	28	27
To Motivate	44	52	42	59	30	35
To Introduce a New Concept	27	30	28	16	20	24
As the Main Lesson	22	18	27	20	38	22
To Occupy the Whole Class When Attending to Other Matters	12	14	6	17	8	7
To Occupy Part of the Class While working with Others	9	6	2	9	5	8
For Remedial Instruction	7	21	5	10	3	5
No Answer	12	13	11	14	22	23

SECTION I - Q.3: Which of the following ways have you used the program for your class, or think you might use it?

TABLE #2

OPINIONS OF PROGRAMS FOR PROGRAM CHARACTERISTICS

% RATING EXCELLENT

AMONG TEACHERS AWARE OF PROGRAMS

	3-2-1 CONTACT	SQUARE ONE TV	READING RAINBOW	VOYAGE OF THE MIMI
BASE: TOTAL AWARE OF EACH PROGRAM	(549) %	(277) %	(491) %	(220) %
Program is Suitable for School Use	34	31	42	31
Program Captures and Holds Children's Interest	33	31	38	23
Has the Right Balance Between Education and Entertainment	29	26	37	24
Concepts are Appropriate for Grade Level	26	28	33	22
Content is Correlated with Classroom Curriculum	22	22	25	21
Program Broadcast Schedules are Known in Advance	20	18	23	21
Teacher's Guides or Exercises are Available	11	9	11	19
Videotapes of Individual Programs are Available for Purchase by Schools	5	6	9	14

SECTION I - Q.9: For each program you have heard of - whether or not you have ever shown it or plan to show it to your class - please write in the rating you would give it for each characteristic listed below.

TABLE #3

ASSIGNMENT OF PROGRAMS FOR HOME VIEWING

AMONG USERS OF EACH PROGRAM

	3-2-1 CONTACT	SQUARE ONE TV	READING RAINBOW	VOYAGE OF THE MINI
BASE: TEACHERS USING EACH PROGRAM	(178) %	(63) %	(187) %	(64) %
Program is Suitable for School Use	59	56	66	61
Program Captures and Holds Children's Interest	42	56	58	47
Has the Right Balance Between Education and Entainment	42	44	57	45
Concepts are Appropriate for Grade Level	39	57	55	47
Content is Correlated with Classroom Curricula	35	43	40	44
Program Broadcast Schedules are Known in Advance	37	35	39	42
Teacher's Guides or Exercises are Available	21	19	20	41
Videotapes of Individual Programs are Available for Purchase by School	8	13	16	31

SECTION I - Q.9: For each program you have heard of - whether or not you have ever shown it or plan to show it to your class - please write in the rating you would give it for each characteristics listed below.